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up a new type of professor, of a sort which makes us pause with a certain consternation. We no longer have the elderly, semi-clerical professor, of deliberate demeanor and childlike ignorance of the world. Our modern professor prides himself on his energy, his travels, his openness to new ideas. Instead of the old-fashioned recitation, he lectures—a vast improvement, but involving a great deal more mental strain on his part; he sits on innumerable committees; he reads shoals of examination papers; he meets his pupils in an “office”; and, to crown it all, he “runs a seminary.” Yet

“Alas for the excellent earnestness,”

in the midst of it all, is there not only too great danger lest the man should become altogether dead so far as the advancement of learning is concerned? It would perhaps be unsafe to say that conscientiousness is a snare; but we certainly need to set the scientific conscience over against the pedagogic.

FOREIGN NOTES

A ROYAL COMMISSION.

The Educational News, (Edinburgh,) December 30, 1893.

There is to be a royal commission to inquire into the question of higher education in England. It will find much to do; and it will probably do something to bring about a systematic arrangement of the educational forces which at present operate independently of each other. It would, however, be wise not to expect too much from its action. The field of inquiry is a very wide one; and opinion is very varied in regard to all its phases. Some years will probably elapse before the fruits of the commission are ripe.

LEAVING CERTIFICATES.

Why are the Leaving Certificate results kept a secret by the department? It is difficult to imagine any good reason for the mystery with which the matter is surrounded. The effect of the departmental reticence is anything but good. It is a positive incentive to dishonesty; and it is exceedingly unfair to public schools, whose success or failure is, as a matter of course, proclaimed to the world, that rivals under no necessity to reveal their returns to anyone, should have it in their power to manufacture, for a gullible public, any measure of success they please. Pressure should be brought to bear on the department to publish the Leaving Certificate results.

DANGER IN IRELAND.

The teachers of Ireland are becoming alarmed at the efforts of Dr. Walsh and his parliamentary henchmen to obtain public grants for the schools of the Christian Brothers. Should the government yield, the flood-gates of denominationalism would immediately be opened. At present the schools of the Christian Brothers are comparatively few; and the demand of the Archbishop is made to appear of small importance. The teachers, however, see that it is but the thin end of a wedge, which would very soon cleave asunder the national system of education. It is impossible to believe that Mr. John Morley will yield to Archbishop Walsh. But if he does, the experience of Belgium will be repeated in every particular in Ireland. The National schools will soon be as unpopular as ecclesiastical intrigue can make them.

SENIOR WRANGLERS.

The highest distinction which the University of Cambridge can offer to her students is that of senior wrangler. It is the pinnacle of success in competitive examinations, and to attain its lofty summit years of laborious study are devoted. It has long been a moot question, however, whether the existence of the examination is justified by results, many persons inclining to the belief that the excessive mental strain involved in the competition is calculated to exercise a deleterious effect upon the candidate's after-life.

THE OXFORD TUTOR.

The Evening Post, February 6, 1894.

Every one who knows the Oxford of to-day knows that its academic life is altogether dominated by the tutorial system. But what that system is it is difficult for the outsider to realize; as many a hard-worked tutor must have reflected when he has listened to the passing visitor's sentimental commonplaces as to monastic retirement and cloistered seclusion. The Oxford tutor of to-day lives in a whirl of scholastic work and business from morning to night. His time is frittered away in a multitude of small engagements and worrying duties; his very sitting-room is an office where he is never free from interruption.

THE HIGHER GRADE MASTERS' CONFERENCE AT LEEDS.

The Schoolmaster, January 13, 1894.

The Conference made out a good case in favour of what Professor Huxley calls "a liberal education" for pupils attending higher grade schools. No man could have been a keener advocate of the need to give greater attention to scientific training

than Professor Huxley, and yet he in all his utterances on the education question insists again and again that it would be a most disastrous policy "to starve or cripple literary or æsthetic culture for the sake of science." And we hope that the plea of teachers in higher grade schools for opportunities to introduce modern languages, commercial geography, and the like, and thus to broaden, popularise, and liberalise the education given in their schools, may receive respectful attention in the proper quarter.

REMINISCENCES OF THE LATE LORD SANDFORD.

Ibid, January 6.

With the passing away of Lord Sandford, on Sunday night last, another of the rapidly vanishing landmarks of the educationalism of the past disappears. "H. W. G." writes to *The Times* supplementing the obituary notice contained in that journal of Tuesday: "It so happened that I commenced work at the Education Office on the day that Mr. Sandford began his duty there as one of the examiners. He was one of a remarkable trio, who then shared the same room—Mr. Lingen (now Lord Lingen), Mr. Temple (now the Bishop of London), and Mr. Sanford (the late Lord Sandford). The office was then called the Education Department of the Privy Council Office. No one who was not behind the scenes can have any adequate idea of the difficulty of laying down the principles and formulating the educational system which has now grown to such portentous dimensions, but that work was done by those three great men, acting under Sir J. Kay-Shuttleworth. Mr. Lingen became the secretary at Sir J. Kay-Shuttleworth's death, and Mr. Sandford was appointed assistant secretary. 'There were giants in the earth in those days.' Working under these three great chiefs were Henry Moseley (afterwards Canon of Bristol), Frederick Cook (afterwards Canon of Exeter), Matthew Arnold, A. H. Clough, F. T. Palgrave,—men brilliant at their universities and able as public officers."

[To Lord Sandford the administration of the great act of 1870 was chiefly due. One of his labors of love was the editing of *The Reports on Elementary Schools*, by Matthew Arnold.—Eds.]

WOMEN V. MEN.

New York Evening Post, January 23, 1894.

On Presentation Day (1893) at the University of London, of the twenty-one persons on whom the degree of M. A. was conferred six were women; out of fifty M. B.'s six were women, and of eighty who secured the degree of B. Sc. twelve were women. Three women also took an M. D. Detailed investigation of these examination lists shows that in the faculties of art, science and

laws, women (who formed about 20 per cent. of the graduates) were first in six (50 per cent.) subjects, men being also first in six. The women came out ahead in mental and moral science, botany, physiology, French, German, and English, while the men retained first rank in classics, mathematics, chemistry, experimental physics, physical geography, and common law and equity. In the pass list for the examination in the theory and history of teaching, there were nine women and no men, which points, we hope, rather to the increasing demand for trained women teachers than to the mental inferiority of the male sex.

GLASGOW HOUSES.

The Schoolmaster, January 6, 1894.

Mr. Mitchell, vice-chairman of the school board, tells us that there are 30,000 one-roomed houses in Glasgow, though, happily, this is a diminishing quantity. "The scandal," continues Mr. Mitchell, "which prevails in this city to an unpardonable extent of grown-up children, boys and girls, lodging together with their parents in a single room, and not unfrequently a lodger besides, will never be eradicated until some legislative measures are brought to bear upon it. The reports, on which I will not enlarge, given by the officers, must form my excuse for so often referring to the subject, and dragging the evil into as strong a light as possible."

UNWIELDY CLASSES IN LONDON.

Speaking at the annual distribution of prizes, in connection with the Southwark Pupil Teachers' centre, on Wednesday night, Mr. Stanley gave some actual instances of board schools in London which are disgracefully understaffed. At Rotherhithe New-road he found in the second standard eighty-six on the roll, eighty-three in attendance, and one teacher; in another standard there were eighty-nine on the roll, eighty-two in attendance, and one supply teacher. At Monnow-road, which Mr. Stanley regards as one of the best schools in London, he found eighty-one children in the second standard under the care of one teacher.

O. B. Rhodes